

# Years 9–10 assessment techniques and conditions


## The Arts — Music

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Examination
Description	An extended response assesses students' abilities to explore, respond to, analyse and interpret their own music works either before, during or after their making, or in response to the music works of others.	A practical and/or performance assesses students' abilities when composing and/or performing music works.	An examination assesses student responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.
	An extended response focuses on the responding strand and requires students to: <ul style="list-style-type: none"> <li>analyse different scores and performances aurally and visually</li> <li>evaluate the use of the elements of music and defining characteristics from different musical styles.</li> </ul>	A practical and/or performance focuses on the making strand and requires students to: <ul style="list-style-type: none"> <li>manipulate and use the elements of music, stylistic characteristics and symbolic language</li> <li>use aural skills to recognise elements of music and memorise aspects of music</li> <li>use knowledge of the elements of music, style and notation to compose, document and share their music</li> <li>interpret and perform music with technical control, expression and stylistic understanding.</li> </ul>	An examination requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material. Stimulus materials may be seen or unseen. <ul style="list-style-type: none"> <li>Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials.</li> <li>Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.</li> </ul>
Formats (examples only)	Formats include: <ul style="list-style-type: none"> <li>written               <ul style="list-style-type: none"> <li>annotated pictures, diagrams, sketches and/or photographs</li> <li>reflective journal entry</li> <li>short response</li> <li>critique/review/article for music magazine or journal</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>live or recorded music works throughout the composition process</li> <li>compositions as a written score (traditional, graphic or contemporary), sound recording or both</li> </ul>	Formats include: <ul style="list-style-type: none"> <li>short response items               <ul style="list-style-type: none"> <li>paragraph response</li> <li>simple description or explanation</li> </ul> </li> <li>extended response items               <ul style="list-style-type: none"> <li>essay</li> </ul> </li> <li>response to stimulus.</li> </ul>



Techniques	Extended response	Practical and/or performance	Examination
	<ul style="list-style-type: none"> <li>- analytical, persuasive or informative essay</li> <li>- blog</li> <li>• spoken/signed or multimodal</li> <li>- interview</li> <li>- visual recordings with audio commentary</li> <li>- seminar</li> <li>- spoken response with auditory and/or visual prompts, e.g. sound sources, musical scores</li> <li>- podcast</li> <li>- webpage</li> <li>- digital response combining appropriate technologies, e.g. images, sound bites and embedded videos.</li> </ul>	<ul style="list-style-type: none"> <li>• live performance of own or others' musical compositions</li> <li>• playing instruments solo and/or in an ensemble</li> <li>• performing using digital devices</li> <li>• conducting</li> <li>• accompaniment.</li> </ul>	
Conditions	<p>Suggested length:*</p> <p><b>Responding to own work/making</b></p> <ul style="list-style-type: none"> <li>• written responses 300–400 words</li> <li>• spoken/signed responses 1–1½ minutes</li> <li>• multimodal responses 1–2 minutes.</li> </ul> <p><b>Responding to work of others</b></p> <ul style="list-style-type: none"> <li>• written responses 400–500 words</li> <li>• spoken/signed responses 1–2 minutes</li> <li>• multimodal responses 2–3 minutes.</li> </ul>	<p>Suggested length:*</p> <p><b>Making — Composing</b></p> <ul style="list-style-type: none"> <li>• 12–16 bars or 1–1½ minutes as parts of a folio or continuous work</li> <li>• accompanied by statement of compositional intent <ul style="list-style-type: none"> <li>- written responses 50–100 words</li> <li>- spoken/signed responses 45 seconds – 1 minute.</li> </ul> </li> </ul> <p><b>Making — Performing</b></p> <ul style="list-style-type: none"> <li>• performances of 1–2 minutes</li> <li>• accompanied by a performance statement <ul style="list-style-type: none"> <li>- written responses 50–100 words</li> <li>- spoken/signed responses 45 seconds – 1 minute.</li> </ul> </li> </ul>	<p>Suggested time:</p> <ul style="list-style-type: none"> <li>• up to 90 minutes, plus 10 minutes perusal.</li> </ul> <p>Suggested length:*</p> <ul style="list-style-type: none"> <li>• 200–500 words.</li> </ul>
Notes			
Responses may be written, physical, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			

 © State of Queensland (QCAA) 2021

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** '© State of Queensland (QCAA) 2021' — please include the link to our copyright notice.